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ABSTRACT

LEAP 21 (Louisiana Educational Assessment Program for the 21st Century) is an integral part of the Louisiana school and district accountability system. In the school year 1999-2000, students in Grade 8 took LEAP 21 English Language Arts, Mathematics, Science, and Social Studies tests. For LEAP 21, student scores are reported in terms of five achievement levels: Advanced, Proficient, Basic, Approaching Basic, and Unsatisfactory. This booklet is part of a series meant to promote understanding of the knowledge and skills that students must have and the kinds of work they must produce to be successful on the LEAP 21 tests. The booklet presents student work in the English Language Arts test that was completed as part of the LEAP 21 assessment. It includes examples of multiple-choice and constructed-response (short answer and extended response) items, and a written composition, which exemplify what students at specified achievement levels should know and be able to do. In the booklet, a discussion of each released item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item. The booklet explains the format of the LEAP 21 English Language Arts test, which is composed of four parts--Writing, Using Information Resources, Reading and Responding, and Proofreading. It also provides student writing samples. (NKA)

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LEAP
for the 21st Century

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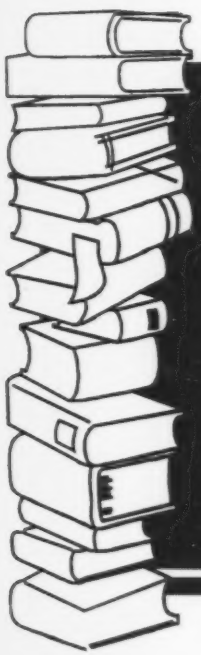
Released Test Items:

Sample Student Work Illustrating LEAP 21's Achievement Levels

July 2000



GRADE 8

English Language Arts

reaching for results

LOUISIANA DEPARTMENT OF EDUCATION
Cecil J. Picard, Superintendent

CS 510 959

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Louisiana Educational Assessment Program for the 21st Century (LEAP 21)
Grade 8 Sample Items and Student Work from the 1999–2000 LEAP 21 Tests

LEAP 21 is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law by Governor Mike Foster in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In the school year 1999–2000, students in grade 8 took LEAP 21 English Language Arts, Mathematics, Science, and Social Studies tests. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

This document is part of a series meant to promote understanding of the knowledge and skills that students must have and the kinds of work they must produce to be successful on the LEAP 21 tests. A list of other documents providing background and further information on the LEAP 21 program can be found by accessing the Louisiana Department of Education Web site at www.doe.state.la.us.

LEAP 21 Reports

Louisiana's grade 8 students are tested in March of each year. Individual student, school, district, and state test results are reported in May and July. School and district accountability results are reported in September.

For LEAP 21, student scores are reported in terms of five achievement levels: *Advanced, Proficient, Basic, Approaching Basic,* and *Unsatisfactory*. The percentages of students scoring at each level are reported for the school, district, and state. The general definitions for the achievement levels are shown on page 2. The specific definitions of the achievement levels for English language arts have been published previously in the 1999 Released Items documents.

LEAP 21
General Achievement Level Definitions

Achievement Level	Definition
Advanced	A student at this level has demonstrated superior performance beyond the proficient level of mastery.
Proficient	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Purpose of This Document

This document presents student work in the English Language Arts test that was completed as part of the LEAP 21 assessment. It includes examples of multiple-choice and constructed-response (short answer and extended response) items, and a written composition, which exemplify what students at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item.

As you review the items, it is important to remember that a student's achievement level is based on his or her *total test score* (cumulative score for all questions in the test) in a content area, *not* on one particular item or section, and that the sample items included in this report represent a small portion of the body of knowledge and skills measured by the LEAP 21 tests. Additional items will be released in future years of the LEAP 21 program.

English Language Arts

The LEAP 21 English Language Arts test is composed of four parts—Writing, Using Information Resources, Reading and Responding, and Proofreading.

1. Writing

In the Writing section of the English Language Arts test, students write a composition in response to a writing prompt or topic. Students are given the opportunity to make notes or complete other idea-generating and organizing activities, write a rough draft, and then write a final draft of their composition. They are also provided a Writer's Checklist of useful reminders.

Each student's composition is scored in two dimensions that address topic development—***Composing*** and ***Style/Audience Awareness***. ***Composing*** measures the degree to which the composition exhibits

- focus on a central idea,
- support and elaboration of the idea,
- unity of purpose, and
- organization.

Style/Audience Awareness evaluates the ways in which the student author shapes and controls language to affect readers. Features of ***Style/Audience Awareness*** are

- selection of vocabulary (diction or word choice),
- sentence variety,
- tone, and
- voice.

For these two dimensions, a student can earn from one to four score points.

In addition, the compositions are rated as showing either "acceptable control" or "unacceptable control" in the *Conventions*—***Sentence Formation***, ***Usage***, ***Mechanics***, and ***Spelling***. An "acceptable" rating earns one score point, while an "unacceptable" rating earns none.

A summary of the score points for the Writing section is shown below.

Dimension/Scale	Maximum Possible Points
Composing	4
Style/Audience Awareness	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
Writing	**12**

The writing topic and directions for students from the LEAP 21 test are shown on page 7. Samples of student work at each achievement level, with comments, are provided on pages 8 through 15.

2. Using Information Resources

The Using Information Resources section of the English Language Arts test is composed of a number of information resources appropriate for grade 8. The reference materials come from different sources and pertain to one specific topic. At grade 8, for example, the materials may include

- tables of contents,
- indexes,
- bibliographies,
- a variety of reference sources (including electronic reference sources such as Internet), and
- articles from a variety of publications.

These reference materials cover several pages in the student's test booklet. Students are not required to read all of the information but are directed to skim the resources, read the test items, and then find and read the appropriate resource and/or information to answer each item.

The set of references is the source for five multiple-choice and two short-answer items. In the Using Information Resources section, a student can earn up to nine points.

Type of Item	Maximum Points per Item	Total
5 multiple choice	1	5
2 short answer	2	4
Information Resources		**9**

3. Reading and Responding

At grade 8, the Reading and Responding section of the LEAP 21 English Language Arts test is composed of four reading passages—excerpts from novels or stories, articles from textbooks or other informational sources, poems, and other authentic materials appropriate to eighth grade. Each reading passage is the source for four or six multiple-choice and two short-answer items.

The short-answer items are scored using the following rubric:

Score	Description
2	• The student's response provides a complete and correct answer.
1	• The student's response is partially correct. • The student's response demonstrates limited awareness or contains errors.
0	• The student's response is incorrect, irrelevant, too minimal to evaluate, or blank.

Score	Description
4	• The student's response demonstrates in-depth understanding of the relevant content and/or procedures. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	• The student completes most important aspects of the task accurately and communicates clearly. • The response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student's logic and reasoning may contain minor flaws.
2	• The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	• The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	• Student's response is incorrect, irrelevant, too brief to evaluate, or blank.

In the Reading and Responding section, an eighth-grade student completes a total of 20 multiple-choice, 8 short-answer items, and an essay to earn up to 40 points.

Type of Item	Maximum Points per Item	Total
20 multiple-choice	1	20
8 short-answer	2	16
1 essay	4	4
Reading and Responding		**40**

A reading passage, multiple-choice items, and constructed-response items with student responses from a LEAP 21 test are shown on pages 16 through 21.

4. Proofreading

For grade 8, the Proofreading section of the English Language Arts test is composed of a student's essay or letter that is in rough draft form; it includes errors in grammar, spelling, punctuation, usage, and letter format. Students answer eight multiple-choice items that address corrections to be made to the text. Each correct answer is worth one point, for a possible total of eight points in this part of the test.

In summary, it is possible for an eighth-grade student to earn a total of 69 points on the LEAP 21 English Language Arts test. The number of score points that a student would have to achieve to reach each achievement level may change slightly from year to year, given the difficulty of that particular form of the test. The cut scores for each achievement level are in the ranges listed on page 6.

Spring 2000 English Language Arts, Grade 8

Achievement Level	Raw Score Range
Advanced	61–69 points
Proficient	52.5–60.5 points
Basic	41–52 points
Approaching Basic	27–40.5 points
Unsatisfactory	0–26.5 points

This document presents grade 8 LEAP 21 items in English Language Arts that were completed by students as part of the LEAP 21 assessment. The information shown for each item includes

- the correct answer;
- the reporting category;
- commentary on the skills/knowledge measured by the item.

Grade 8 – English Language Arts
Writing Samples

Below is the writing topic used for the eighth-grade 2000 LEAP 21 English Language Arts test, along with samples of student writing at each achievement level.

Read the topic in the box below, and write a well-organized composition of at least 150–200 words. Be sure to follow the suggestions listed under the box.

Writing Topic

Your social studies teacher has asked you to write a composition **explaining** your response to the following:

Who do you consider to be an everyday hero—someone who does things that may or may not make the headlines but who makes other people's lives better? Why do you think this person is an everyday hero?

Before you begin to write, think about one person whom you consider to be an everyday hero. What does this person do to make other people's lives better? **Why** do you think the way you do?

Now write a **multi-paragraph** composition in which you name someone and **explain** why this person is an everyday hero.

- Give specific details, and explain why you think the way you do so that your teacher will understand what you mean.
- Be sure to write clearly, and check your composition for correct spelling, punctuation, and grammar.

Parents in my opinion are great everyday heroes, especially mothers. Think about it. Mothers are always there for you, when you need them. They hurt when they see you hurt. They understand what you are going through and sympathize with you. And when you are happy they get happy (sometimes).

Mothers also seem to be everywhere at once. They always seem to be so busy! "Mom" wakes up early to make a nice hot breakfast for you, your brothers and sister and (oh yes) we can't forget "Dad". Then after the dishes are done and the lunches are made and she is finished screamming at you "to quit 'messing' with your hair and brush you teeth!", she happily drives you and you siblings to school. She drives home and after she finishes scrapping half-chewed Gummy Bears off the carpet, she crams in the thing she loves to do best, paying the bills. By the time she is finished writing the last check to pay off that "Big-Screen T.v." dad "just had to get" its time for her to pick you and you siblings up from School. She helps you with your homework and tries to "beat into your six-year old little brother that 2+2 is not ten. Then she helps your older sister with her biology report (and "mom" never took a biology class in highschool).

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After homework is done, its time to make dinner. Everything is going smoothly until your four-year-old little sister comments on how the brussel sprouts "are really dinosaur poo-poo". After "mom" explains that dinosaurs are extinct, she hurries us (and herself) to bed, for a much needed sleep. Mothers always seem to crunch every thing in and still appear halfway sane With the evidence I have Give there is no doubt in my mind that mothers a true heroes.

The end

This essay is an example of *Advanced* writing at the eighth-grade level. The writer demonstrates consistent control in the ***Composing*** dimension by establishing his/her purpose and supporting it with thorough elaboration in a well-organized and unified essay. After identifying the everyday hero as his/her mother, the writer presents evidence by following "mother" through the heroic tasks of her typical day, from breakfast to bed. The examples, such as "scrapping half-chewed Gummy Bears off the carpet," are specific, relevant, and vivid.

The writer also demonstrates strong control in the ***Style/Audience Awareness*** dimension by projecting a definite personality that engages the reader, as shown in the passage, "Mothers always seem to crunch everything in and still appear halfway sane." The skillful use of vocabulary and vibrant images produces humor without interfering with the natural, conversational tone: "everything is going smoothly until your four-year old little sister comments on how the brussel sprouts 'are really dinosaur poo-poo'."

Although there are a few errors (misspellings like "scrapping" and omitting the "r" on "your"), many difficult words are correctly spelled ("sympathize"). All of the *Conventions*—***Sentence Formation, Usage, Mechanics,*** and ***Spelling***—show acceptable control of skills.

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"My Everyday Hero"

My Everyday Hero is my father. My father is a hero to me because he has fun and still manages to keep his house in order. I picked my father because his job, mood, leadership, and things he has done for our country.

My Father's job is helping my uncle with a paper route, sure it may not be a corner office for an executive but it will do for me. He helps him every day. On Sunday's I help him with the route. My father helps me stay up because it is 2:30 in the morning.

My father's mood is another thing that helps me think of him as an everyday hero. My father never seems to be depressed even when he lost his Grandmother, all he did was say she is in a better place. He keeps everybody's spirits up in my house.

My father's leadership is strong. sure sometimes he is strict, but he is strict because it will keep us out of trouble. His natural leadership keeps my mom, sister, and myself in

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order.

My Father is not only a hero to my family but a hero to this country too. He was drafted into the Vietnam War, army. He was in the 52 air born division and got a medal.

I guess what I am trying to say is my Father may not sound like a hero, but he is to my family because of his job, mood, ~~leadership~~ and things he has done for this country.

This essay exemplifies *Proficient* writing at the eighth-grade level. Reasonable control is shown in the ***Composing*** dimension. The central idea is clearly presented, and the essay is logically organized. Each quality that is introduced in the beginning ("his job, mood, leadership and things he has done for our country") is developed with some relevant information in the subsequent paragraphs. For example, "My father never seems to be depressed even when he lost his Grandmother, all he did was say she is in a better place." The essay ends with a summary conclusion.

Reasonable control is also evident in the ***Style/Audience Awareness*** dimension. The voice is clear, the tone is sincere, and the writer's attention to the audience is apparent. "My father's job is helping my uncle with a paper route, sure it may not be a corner office for an executive but it will do for me." The vocabulary is adequate.

The writer shows acceptable control in the *Conventions* ***(Sentence Formation, Usage, Mechanics,*** and ***Spelling)***. Although the majority of sentences are correct, there are some ***Sentence Formation*** errors.

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Basic Achievement Level
Student Writing Sample

An everyday hero is a individual that makes history. In my opinion, Princess Diana is a excellent example of a hero. She was a very generous woman with looks to kill. There was not a day that this human being would not help a needy child. She was not the greedy kind. She always had a word of wisdom on her shoulder. She was the kind of person that you know wouldn't let you down on a rainy day. Many people still keep their heads up high because they have breathed easier because Princess Diana was born. Alot of children looked up to her, and I know no one will ever forget her. I know she is in Heaven looking down on us still making history. God bless her, she sure did earn it. I know that I walk a straiter line because of her. Now that's what I call a hero.

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This essay demonstrates *Basic* writing at the eighth-grade level. The writer shows inconsistent control in the composing dimension. Although the writer does designate a hero, Princess Diana, the rationale ("a very generous woman with looks to kill") and the ideas supporting it ("the kind of person that you know wouldn't let you down on a rainy day") are vague and either digress from the central idea or are unexplained. The ideas, such as ("many people still keep their heads up high because they have breathed easier because Princess Diana was born") are presented in a random list with little development. There is an ending, but it is inconclusive and generic.

The ***Style/Audience Awareness*** dimension is also at the *Basic* level. The vocabulary is limited and couched in generalities. Forms of the "to be" verb are overused in sentences like "...hero is...Diana is...She was...There was...She is." Although the writer attempts to engage the reader, the vague language and lack of explanatory details interfere (for example, "still making history," "God bless her," "she sure did earn it").

Although this essay contains a few errors in usage and spelling, acceptable control is demonstrated in the *Conventions* ***(Sentence Formation, Usage, Mechanics,*** and ***Spelling)***.

***Approaching Basic* Achievement Level**
Student Writing Sample

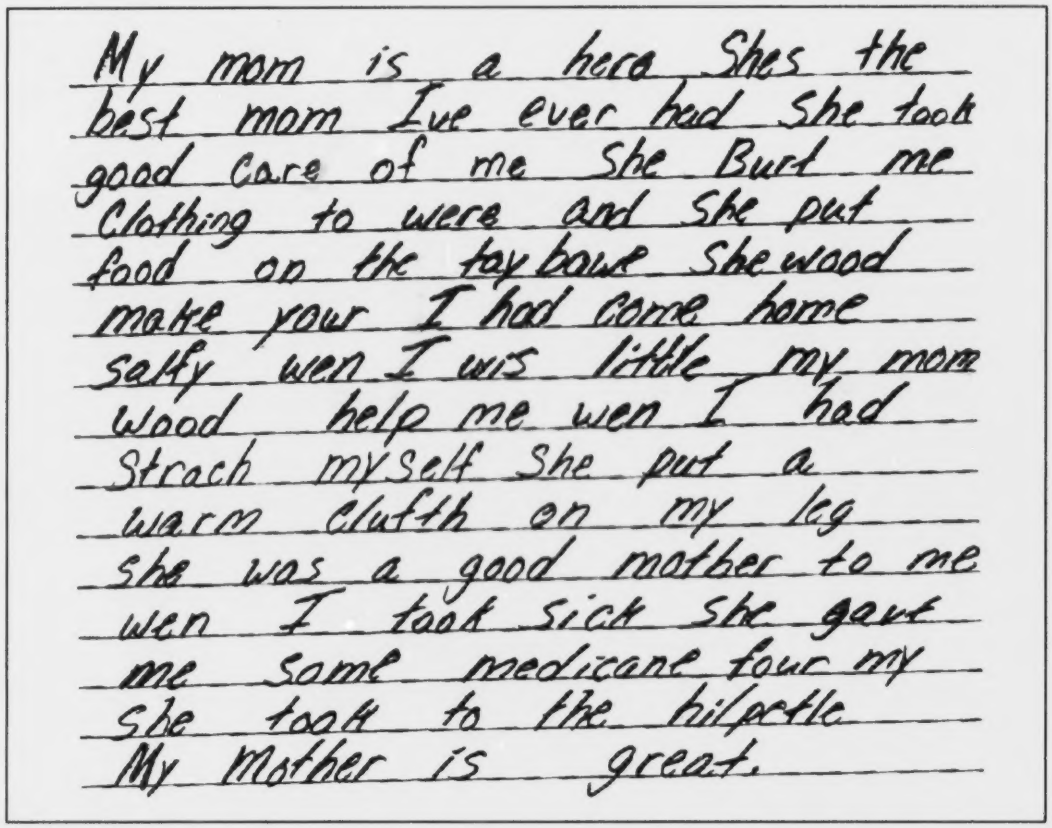
I think my mom is consider to be an everyday hero. She brought me into this world. She helps me and, I help her. Because, I care about her and, she cares about me. We both love each other. If it wasn't for her, I wouldn't be here right now. Everyone has a mom. She helps me a lot. She tells me to hang out with the right people and, the right crowd. she teaches me right and, wrong. She is allwas there for me. Shes there to lean on. I think my mom is the best person in the world.

This essay demonstrates writing skills at the *Approaching Basic* level for the eighth grade. A simple beginning statement and a weak ending show inconsistent control in the ***Composing*** dimension. Unelaborated information is presented in a random list that is only vaguely related to the central idea. Much of the information is redundant and superficial (for example, "She helps me and, I help her . . . She helps me a lot").

Weaknesses in the ***Style/Audience Awareness*** dimension include a generic vocabulary, patterns of simple sentences, an indistinct voice, and little, if any, awareness of an audience.

Errors in the *Conventions* indicate unacceptable control in ***Sentence Formation*** (a run-on and a fragment), ***Mechanics*** (consistently misplaced commas and apostrophes), and ***Spelling*** (misspelling of simple words: would'ent, allwas, was'ent, a lot). Only one error in ***Usage*** ("consider") demonstrates acceptable control.

Unsatisfactory Achievement Level
Student Writing Sample



My mom is a hero Shes the best mom Ive ever had She took good care of me She Burt me Clothing to were and She put food on the tay bowe She wood make your I had come home salty wen I wis little my mom Wood help me wen I had Strach myself She put a warm clufth on my leg she was a good mother to me wen I took sick she gave me some medicane four my She took to the hilpetle My Mother is great.

This essay is an example of *Unsatisfactory* writing at the eighth-grade level. There is little to no control in ***Composing***, evidenced by a weak beginning and ending, random order and undeveloped ideas.

In the ***Style/Audience Awareness*** dimension, the voice is weak and monotonous, the vocabulary is poor, and the writer seems to be unaware of his/her audience.

Serious errors in all the *Conventions* ***(Sentence Formation, Usage, Mechanics,*** and ***Spelling)*** indicate unacceptable control. Because there are random capital letters and no punctuation, it is difficult to distinguish individual sentences. ***Usage*** and ***Spelling*** errors present obstacles to the reader in comprehending the writer's message.

Grade 8 – English Language Arts
Reading and Responding
Multiple-Choice Items

The following passage is accompanied by four sample multiple-choice items.

Zoo

Edward D. Hoch

Every August twenty-third, the great silver spaceship carrying Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit.

Before daybreak crowds would form, long lines of children and adults both, waiting with wonderment to see what strange creatures the Professor had brought this year.

In the past they had sometimes been treated to three-legged creatures from Venus, or snakelike horrors from somewhere more distant. This year, as the great round ship settled slowly to earth in the huge tri-city parking area, they watched with awe as the sides slowly slid up to reveal the familiar barred cages.

In them were some wild breed—small, horselike animals that moved with quick, jerking motions and constantly chattered in a high-pitched tongue. The citizens of Earth clustered around. Soon the good Professor himself made an appearance, wearing his rainbow cape and top hat. "Peoples of Earth," he called into his microphone.

The crowd's noise died down and he continued. "Peoples of Earth, this year you see a real treat—the little-known horse-spider people of Kaan—brought to you across a million miles of space at great expense. Gather around, see them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!"

The crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders.

Ten thousand people filed by the barred cages set into the side of the spaceship. Then Professor Hugo once more took microphone in hand. "We must go now, but we will return next year on this date. And if you enjoyed our Zoo this year, phone your friends in other cities about it. We will land in New York tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!"

He waved farewell to them, and as the ship rose from the ground, the Earth peoples agreed that this had been the very best Zoo yet. . . .

Some two months and three planets later, the silver ship of Professor Hugo settled onto the familiar jagged rocks of Kaan, and the horse-spider creatures filed quickly out of their cages. They scurried away in a hundred different directions, seeking their homes among the rocks.

In one, the she-creature was happy to see the return of her mate and offspring. She hurried to embrace them. "It was a long time you were gone. Was it good?"

The he-creature nodded. "The little one enjoyed it especially. We visited eight worlds and saw many things."

The little one ran up the wall of the cave. "On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs."

"But isn't it dangerous?" asked the she-creature.

"No," her mate answered. "There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs."

And the little one nodded. "It was the very best Zoo ever. . . ."

"Zoo" by Edward D. Hoch, copyright © 1958, renewed © 1986 by Edward D. Hoch. Reprinted by permission of Mr. Hoch.

1. Which situation **most** closely resembles this passage?

* A. A smiling toddler plays with a litter of excited puppies.

B. A large bank provides more than one financial service for its customers.

C. A popular business enables customers to purchase shares in its company.

D. Eighth-grade students are able to enroll in the classes that interest them the most.

* correct answer

This is a question that a student scoring at the *Advanced* level would be likely to answer correctly. A student at this level demonstrates superior performance beyond the proficient level of mastery.

The student is asked to compare the relationship between the characters in the story to each distracter in order to choose the one that **most** closely resembles the passage. All of the distracters are comparisons, which can be challenging for students at lower achievement levels.

2. The passage says that when Professor Hugo settled on the jagged rocks of Kaan, the horse-spider creatures "scurried away in a hundred different directions." What does scurried mean?

* A. darted

B. marched

C. fluttered

D. wandered

* correct answer

This is a question that a student scoring at the *Proficient* level and above would be likely to answer correctly. A student at this level demonstrates competency over challenging subject matter.

Question 2 assesses the student's vocabulary skills by asking for the meaning of the word "scurried." If the student has not mastered that word, context clues in the preceding sentence of the passage (". . . and the horse-spider creatures filed quickly out of their cages") guide the student to choosing the most appropriate answer.

3. What can the reader tell about the creatures from Kaan?

A. They are wasteful.

* B. They are intelligent.

C. They are as graceful as horses.

D. They are dangerous to humans.

* correct answer

This is a question that a student scoring at the *Basic* level and above would be likely to answer correctly. A student at this level demonstrates only fundamental knowledge and skills.

Question 3 requires the student to interpret the best response based on the information he/she gathered from reading the passage. A student is likely to choose between choices B, C, or D. There is no evidence in the passage of the creatures being "wasteful," and, therefore, the student should be able to decide against this choice. The other two distracters can be very attractive to the students. The correct answer B requires the student to infer that the Kaan creatures are intelligent based on information provided in the passage. C and D are good distracters because the creatures are called horse-spider people, and because they are from another planet, some may assume that they are dangerous to humans.

4. The setting of this passage is two different

A. cities.

* B. planets.

C. continents.

D. centuries.

* correct answer

This is a question that a student scoring at the *Approaching Basic* level and above would be likely to answer correctly. A student at this level only partially demonstrates fundamental knowledge and skills.

Question 4 requires the student to identify the setting of the passage. This is a practiced skill for an eighth grader. The student should be able to quickly eliminate choices C and D since there was never any mention of "continents" and "centuries" in the passage. Choice A is an attractive option since there is mention of the spaceship visiting other cities. The student needs to realize that no part of the story actually took place in the other cities mentioned in the passage. A student who is not paying close attention may also choose A if he/she does not proceed to read all of the options.

Grade 8 – English Language Arts
Reading and Responding
Constructed-Response Items

Below are samples of student responses to constructed-response items that accompany the passage "Zoo." The rubric used to score each student response appears above the item. Below the student sample is an explanation of why each answer received the score it did.

5. What real-life lesson might be learned from this passage? Give a detail from the passage to support your answer.

Scoring Rubric

Score	Description
2	Response gives a valid real-life lesson implied by the passage and a relevant text-based supporting detail.
1	Response gives a valid real-life lesson implied by the passage but does not provide a relevant text-based supporting detail.
0	The student's response is totally incorrect, irrelevant, too brief to evaluate, or blank.

Exemplary Responses:

- Everyone seems strange to people/creatures who are different from them. (The people of Earth and the horse-spider creatures each thought the other group was very strange.)
- If someone seems odd to you, you probably seem odd to that person. (Neither group realizes that the other group is observing it and thinking it strange.)
- People or creatures who seem different from you may be like you in ways you don't know about. (The horse-spiders have families, go on trips, use money, go to zoos.)
- A really good con man can make money from two groups at once. (Professor Hugo is being paid by each group for the privilege of observing the other group.)

Score Point 2
Constructed-Response Item

A real-life lesson learned from this passage could be that not everything is what it seems Both creatures thought they were visiting a zoo

This response gives a valid real-life lesson that could be implied by this passage, "not everything is what it seems." The detailed information the student provides ("both creatures thought they were visiting a zoo") is relevant, text-based support that substantiates the answer.

Score Point 1
Constructed-Response Item

You can learn to like people even if their different.

This response partially answers the question by giving only a valid real-life lesson implied by the passage (the ability to learn to like different people). The student, however, has not provided any relevant text-based supporting detail.

Score Point 0
Constructed-Response Item

Proffessor Hugo has a space ship and he goes to earth But they think that it is a zoo but it is not real. If a person really saw a space ship they would run away.

This response shows that the student read the passage, but the answer does not show that the student understood the question. This response, instead of providing a real-life lesson implied by this passage, attempts to give a brief summary of the passage.

6. **What is the most important similarity between the actions of Earth people and the actions of the horse-spider creatures?**

Scoring Rubric

Score	Description
2	Response correctly explains that each group goes to see the other, believing that it is observing a zoo filled with strange creatures.
1	• Response describes a similarity but does not mention observing the zoo (e.g., both are able to communicate, are aware of space travel, have families, listen to Professor Hugo, pay money to Professor Hugo, feel that they have spent their money wisely). **OR** • Response demonstrates a limited awareness or contains errors.
0	The student's response is totally incorrect, irrelevant, too brief to evaluate, or blank.

Score Point 2
Constructed-Response Item

The most important similarity between the actions of Earth people and the actions of the horse-spider creatures are that they both were very excited to see each other and they both thought the other was a zoo.

This response demonstrates a correct and thorough understanding of what was the **most** important similarity between the actions of the Earth people and the actions of the horse-spider creatures. The student is also able to clearly articulate that similarity: "they both were excited" and "they both thought the other was a zoo."

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Score Point 1
Constructed-Response Item

They both are living things that have a life and sleep and eat. They wear clothes and walk on two legs.

This response shows a partial understanding of the text by describing similarities between the Earth people and the horse-spider creatures. A lack of depth of understanding is shown through the student listing common similarities between Earth people ("they wear clothes and walk on two legs") rather than demonstrating an understanding of how the zoo experience created the most important similarity between the Earth people and the horse-spider creatures.

Score Point 0
Constructed-Response Item

they are both two diffrent species. we walk & talk they can't talk & have 8 legs!. we have 2.

This response does not show an understanding of the similarities between the Earth people and the horse-spider creatures. The student responded by identifying that "they are both different species," which does not correctly answer the question. The student has correctly identified differences; however, the question asks the student to identify similarities.